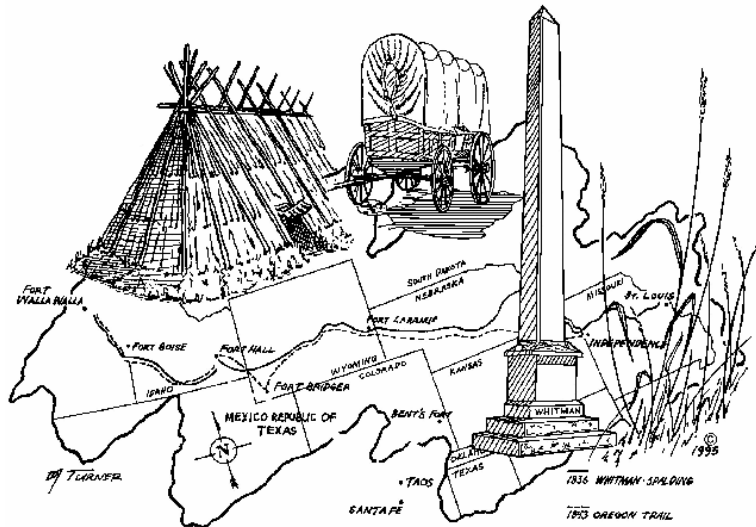




Waiilatpu Mission Field Trip Guide



Field Trip Guide Available at www.nps.gov/whmi
Click on The Learning Place
November 15, 2004

Whitman Mission National Historic Site
328 Whitman Mission Road
Walla Walla, WA 99362
(509) 522-6357
whmi_education@nps.gov



United States Department of the Interior

NATIONAL PARK SERVICE

Whitman Mission National Historic Site

Route 2, Box 247

Walla Walla, Washington 99362



We are glad you have chosen to visit Whitman Mission National Historic Site. This guide has been designed to help teachers who have selected the site of the Waiilatpu Mission as a field trip destination. We hope it will be a useful tool in planning your classroom activities while studying this particular period in history. Nothing in this booklet is protected by copyright laws, so you are encouraged to copy and distribute anything you wish.

Within the guide, you will find ideas on how to plan your trip, integrate the Waiilatpu Mission into your curriculum, and to make sure your field trip is successful. Included are a few pre-site, on-site, and post-site activities, intended to help you to make the field trip more meaningful to students.

For information on the Whitmans, the Oregon Trail, or the Cayuse, please refer to the Waiilatpu Mission Teachers' Guide and information which can be found on our web pages: www.nps.gov/whmi. The National Park Service's ParkNet (www.nps.gov) is also a source for finding many related Oregon Trail sites.

The National Park Service's Organic Act in 1916 gave us the responsibility to "... conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." Educational endeavors help us to protect these parks for the future.

Our goals for this guide are:

- To give educators the tools to plan a successful field trip to Whitman Mission.
- To provide educators with activities to enhance student learning at Whitman Mission.
- To help educators to integrate Whitman Mission into their curriculums.
- To give educators resources for planning curriculum related to Whitman Mission.

As always, if you have any questions, the rangers at Whitman Mission are here to help you. Please call us at (509) 522-6357.

We look forward to seeing you on your next field trip to Whitman Mission National Historic Site!

Sincerely,

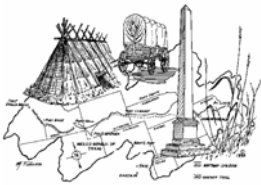
The Whitman Mission National Historic Site Rangers



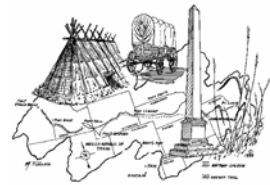
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Planning Your Field Trip Section 1



Why visit Whitman Mission National Historic Site?

In 1836 Dr. Marcus and Mrs. Narcissa Whitman crossed the United States from New York to Oregon with Henry and Eliza Spalding and William Gray. Narcissa and Eliza became two of the first white women to cross the Rocky Mountains. The Whitmans' child, Alice Clarissa, was the first white child born of American parents west of the Rockies. The Whitmans set up a mission at Waiilatpu, where they intended to teach the Cayuse how to read and write, how to farm, and about the Christian gospel. In 1843, Marcus Whitman helped guide the first wagon train to make it all the way to Oregon. Tragically, both Whitmans and eleven others were killed by several Cayuse in 1847 after a measles outbreak that had decimated the tribe. For a more detailed account of the story, please see our website at www.nps.gov/whmi.

The events of 1836 to 1847 at the Waiilatpu Mission played a significant role in American and Cayuse history in the Pacific Northwest. It is an excellent place to learn about the Oregon Trail, the Cayuse and other Plateau Indians, and the missionary movement in the Northwest. One of the reasons it is such a valuable educational experience is that this is where the Waiilatpu Mission was located. When you wander the grounds you are retracing the steps of the Whitmans, the Cayuse, and countless Oregon Trail emigrants

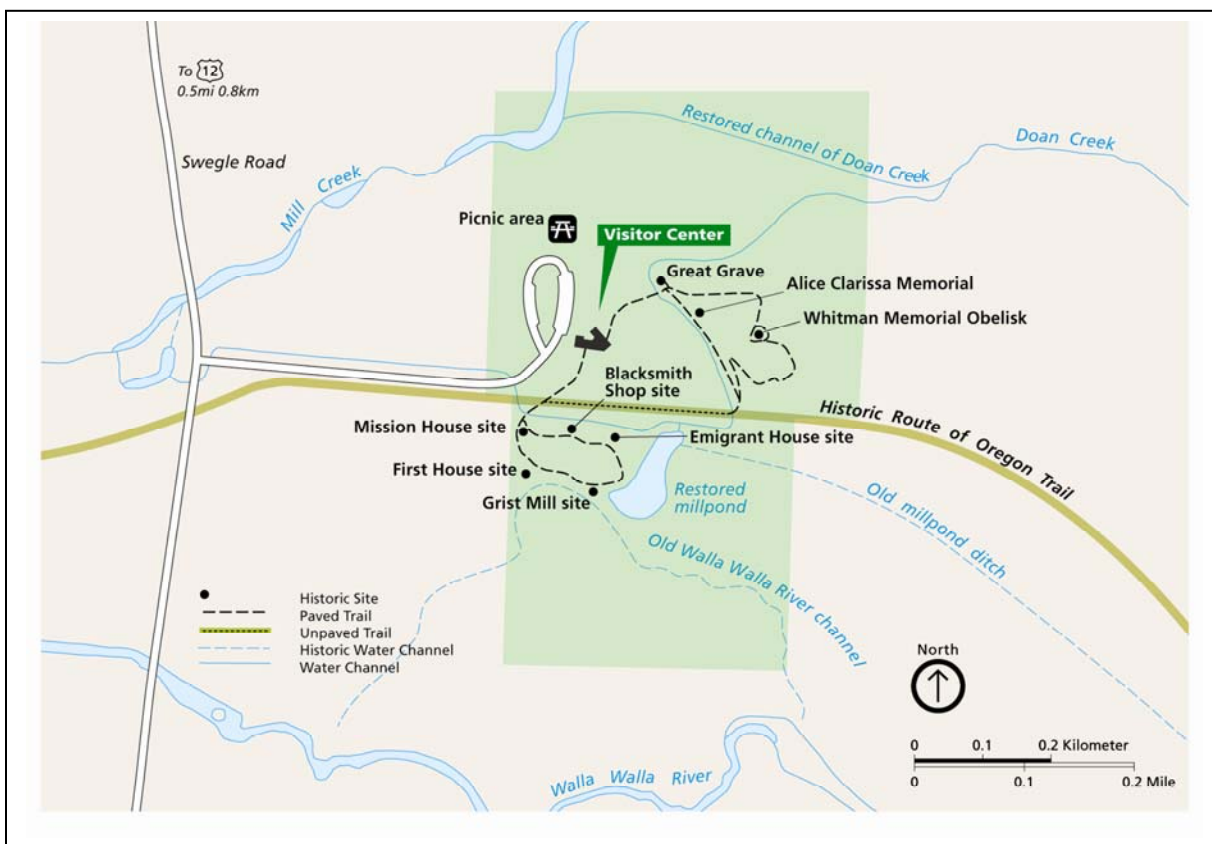
Vicinity and Site Maps

Whitman Mission National Historic Site is located 7 miles west of Walla Walla Washington on Highway 12.

Area Map



Whitman Mission National Historic Site Map



When should you take your field trip?

The best time to come is when the Whitman Mission story fits into your class's curriculum. Schools or other organized groups may visit any time of year. Plan ahead and call for reservations at least two months in advance. We encourage school groups to take advantage of the nice weather and un-crowded days of September and October.

Whom to call...

We accept reservations for school groups throughout the year, from 8:00 a.m. to 4:15 p.m. seven days a week. Please call (509) 522-6357. Please note that phone calls work much better than mail or e-mail requests as we frequently have questions for the teacher.

How much time do you need for your visit?

This will vary greatly depending on the number of students and the type of activities. Plan on 30 minutes for the introductory talk and movie, 45 minutes or more outside, and at least 15 minutes for the museum and sales areas. Allow 15 minutes more for each program. At a bare minimum, a group of 30 students should plan on one and half hours for the movie, introductory talk, and a self-guided tour of the grounds. Add about 30 minutes for each added program and each group of 30 students. If you are doing the worksheets, students may need additional time. Rangers can help you estimate this.

Where can you learn more about the Wailatpu Mission?

We have a very extensive website with a great deal of information about the Whitmans, the Cayuse, and the Oregon Trail, as well as links to related sites.

The website includes a Wailatpu Mission Teachers' Guide in the Learning Place section: "The Wailatpu Mission." The address is: www.nps.gov/whmi. We also encourage you to come visit our museum and grounds before your field trip.

What about Fort Walla Walla Museum?

We are not affiliated with the Fort Walla Walla Museum Complex in Walla Walla. However, many groups that visit the Wailatpu Mission also visit Fort Walla Walla Museum the same day. To schedule a field trip there, please call: (509) 522-7703.

Safety and Emergencies

The best way for kids to stay safe is to follow the rules and listen to their leaders' directions. Ambulance service is from Walla Walla, 7 miles away. We recommend that each class bring its own first aid kit and information about students with any special medical conditions.

We want your visit to be a safe and pleasant one. Please be cautious around the millpond and irrigation ditch. Walk carefully down the Memorial Shaft Hill trails. Also help us preserve the beauty of the Wailatpu Mission by keeping on the paved trail. The soil and vegetation in this semi-arid area are very fragile and it is the only part of the park with historic vegetation similar to the time when the Whitmans lived here. So future generations may also enjoy the park, please do not pick flowers or other plants.

Telephones

There is no pay phone at the park. Our phone is available for emergency purposes only. Bring a cell phone if you will need to make calls. If you need to be reached at the park for emergency purposes, our number is (509) 522-6360.

General Information

Visitor Center and Museum are open daily except on Thanksgiving, Christmas Day and New Year's Day.

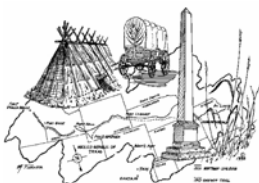
Almost one (1) mile of self-guiding trails lead to the mission site, the Great Grave and the Memorial Shaft Hill.

Seven audio stations are located throughout the grounds and operate year round with descriptive messages.

Whitman Mission National Historic Site waives all entrance fees for school groups.

There is a picnic area with tables, but please no camping or fires.

Beverages and food are not sold at the site.



Activities Section 2



Planning Worksheet

Please fill out this worksheet before you call to make your reservations. Then dial (509) 522-6357 between 8:00 a.m. and 4:15 p.m.

Preferred Date: _____ Second choice date: _____

Preferred time of day:

How long do you have to spend at the park?

Number of students: _____ Number of adults: _____

Student grade level(s): _____

Name of School/Group: _____

School e-mail address: _____

City: _____

State: _____

Zip Code: _____

Group Leader's Name (a person who will actually come with the group):

Would you like:

_____ the video of the movie/slide show sent to you

_____ to see the slide show on site

_____ to have an Oregon Trail Talk

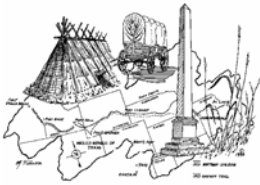
_____ to have a Spinning Talk

_____ to have a Cayuse Cultural Talk

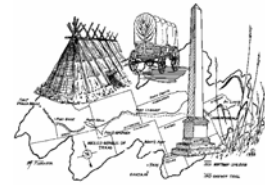
_____ to see the museum

_____ to visit the grounds

Any other special requests or special topics of study?



Pre-Site Activities



Familiarizing your students with the story of the Waiilatpu Mission will help them to learn more. Also, some students are justifiably upset by what happened here, and knowing about the deaths of the Whitmans and Sagers before their visit may help. The Waiilatpu Mission Teachers' Guide is available at our website at www.nps.gov/whmi. It has many activities that you might choose. See the "Additional Resources" section for more ideas. The following are a few ideas to help your class focus before its trip.

View Video

Our slide show is available on video tape, along with other Oregon Trail selections. Viewing these before your visit will help orient your students to the Waiilatpu story. Please request the video when you make your reservation. Feel free to copy the park video if you wish. After viewing the video:

- Discuss why the Whitmans set up the mission.
- Discuss why the Cayuse killed the Whitmans.
- Discuss why the Mission at Waiilatpu was important to Northwest History.
- Read some excerpts from Narcissa's Journal and Letters.

Stout-Hearted Seven, by Neta Frazier, is the true story of the seven Sager children who were orphaned on the Oregon Trail, brought to the Waiilatpu Mission and adopted by the Whitmans. Students relate to this story since it is about children. The book also gives a good overview of both the Oregon Trail and the Waiilatpu Mission. Once students arrive at the park, they will see where two of the Sagers are buried, pictures of the four surviving Sager girls, and some of the toys belonging to the Sagers. Depending on the reading level of your students, this is an appropriate book for either read-aloud or student reading. Please attempt to finish the book before your trip, as three Sagers die along with the Whitmans. Students find this upsetting while on the field trip.

Have students highlight on a United States map the route the Sager family took.

Have students draw pictures to illustrate events along the trail and put them on the appropriate places on the map.

Have students look on the Whitman Mission Internet site (www.nps.gov/whmi) to learn more about the Sagers.

Have students imagine themselves as one of the Sagers and write a letter to a relative about the trip and their safe arrival at the Waiilatpu Mission in the fall of 1844.

Heading Out on the Trail

Emigrants heading to Oregon had to do a lot of planning before ever leaving home. In this activity, students think about what is needed for the journey.

1. Gather students together in front of a writing board and map of North America, the United States, or the Oregon Trail.
2. Discuss the distance to be traveled by emigrants and the land they have to travel through. If time is available, assign states along the trail to student groups. Have them look up the climate, geography, animals, etc. along the route and report back to the class.
3. Talk about what types of people chose to emigrate and why.
Those bound for Oregon were usually middle class farmers from the Midwest, many of whom had moved before. Many wanted free and good land, space, freedom for religion, escape from economic depression in the East.
4. Ask students to brainstorm a list of items that would be needed for the trail and for once they got to Oregon. Write down everything they suggest. Divide students into groups and assign a few items from the brainstormed list to each group. Have them find out the weight of those items for homework either weighing items at home or at the grocery store. Some might need assistance for more obscure items.
5. Talk about the necessity of having a light wagon. Assist students in choosing which items to carry for a family of 5 — mother, father, boys- 5 and 12, girl- 7.
Remind them of space limitations, and keeping food from spoiling.
After deciding, read them the list of actual suggested things to bring from the following page ("Necessary Outfits for Emigrants traveling to Oregon").
As an extension or a concluding activity, give each student a brown paper grocery bag. Tell them to imagine that they are moving to Oregon Country, and all they can take with them is what they can fit in this bag. Students can fill the bags with precious items, then take them all out and write down what was in there. Bring the list to school to share with the class. After they choose their items, they should write the items down and explain why each item has to be brought along.

Necessary Outfits for Emigrants Traveling to Oregon



Food

Flour — 200 lbs. per adult
Bacon 75 lbs.
Sheet of iron (To be used as a stove)
Tin cans
Bags
Hard tack/pilot bread — 30 lbs.
Rice — 10 lbs.
Coffee — 5 lbs.
Tea — 2 lbs.
Sugar — 25 lbs.
Dried beans — ½ bu.
Dried fruit — 1 bu.
Salt — 10 lbs.
Corn meal — 1 lbs.
Vinegar — small keg
Whiskey (medicinal)
Bran
Dried vegetables
Citric acid
Dutch ovens —2
Coffee pot
Wrought iron baking pans
Eating utensils
Cooking utensils
Tin cups and plates
Butter churn —2
Water kegs

Animals

Mares — 3
Milk cows —3
Oxen — 4 to 6
Sheep
Goats
Chickens
Bull whip
Horses
Horse gears

Clothing

Flannel underclothing
Cloth
Shoes
Wide belts (bullet pouches)
Clothing — 2 changes
Heavy wraps for the mountains
Blankets — 2 per person
Comforter — 1 per person
Pillow — 1 per person
Soap
Sewing supplies
Sun bonnets
Cowhide boots
Hats
Cotton and wool socks
Cotton and wool underwear
Beeswax
Buttons
Pins
Thimbles
Needles
Coat
Woolen pants
Buckskin
Linen or Muslin

Weapons

Gun — 1 or more
Powder — 3 lbs.
Lead — 12 lbs.
Caps (flints) — 1000

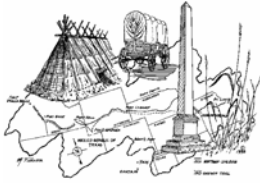
Tools and Equipment

Tar bucket
Oxbows — 3 or 4
Wagon tongues
Screws — 3 dozen

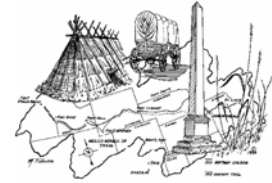
Tacks — 1 to 10 oz.
Shingle nails — 2 lbs.
Bed nails — 2 lbs.
Spokes
Axles
Wheels
Anvil
Grinding stone
Plow molds
Rope
Seed
Saw
Hammer
Axe
Spade
Augers
Wrench
Screwdriver
Pocket knives — 2
Blacksmith and mining tools
Mallet
Matches (carried in a corked bottle)
Wagon

Other

Money
School books
Medicine and medicine chest
Paper
Looms
Metal
Feather mattress
Candles
Furniture
Family heirlooms



On-Site Activities



Preface to On-Site Activities

The museum and grounds at the Waiilatpu Mission are primarily designed as self-guided tours. Your students' trip to the Waiilatpu Mission will be greatly enhanced if you give them some activities to help guide them through these areas.

Whether you choose to use the activities provided below or use your own, students will be more successful if they have the tools for the job. Please provide each student with a pencil or pen and a rigid surface to write on, such as a clipboard, piece of cardboard, or a folder. Also, please advise students that they may not lean on or use any of the surfaces in the museum to write; they may use the floor or a friend's back if they wish. With your help, we can enhance student learning while at the same time protecting our park and exhibits.

Ranger Programs

Introductory Talk with Ranger: We request that all school groups listen to this 10-15 minute talk that includes a short introduction to the Waiilatpu Mission story and the National Park Service, and rules to keep our park and students safe.

Oregon Trail Talk: A ranger discusses what it was like to be an emigrant to Oregon and how emigrants were self-sufficient. Approximately 15 minutes.

Spinning Wheel Talk: A ranger discusses the importance of wool and sheep to the Waiilatpu Mission. This includes a demonstration on the spinning wheel.

Indian Cultural Talk: A ranger discusses the Cayuse culture at the time the Whitmans arrived in the area as well as their culture today.

Films

The 10-minutes slide show, "The Whitman Saga" is available to observe at the site. It can be sent to schools on videotape for viewing before a field trip. Other films are available upon request. Ask a ranger for details.

Grounds and Waiilatpu Mission Site

The Mission Site includes a ¼ - mile paved loop trail. Along the way you will pass wayside exhibits with text and audio, as well as bricks marking the locations of the First House, Mission House, Blacksmith Shop, and Emigrant House.

As you walk around the loop, ask a student at each site to either read the text aloud or press the button. When students have heard the information, ask them a couple questions. Or, ask them to fill in the related answers on the "Grounds Worksheet" (found on following pages). If they do the Worksheet, you may decide that you do not have time for students to complete all the questions. Tell them to choose ten questions to answer instead.

The Great Grave and Memorial Shaft Hill

The Great Grave is where the Whitmans and eleven other people are buried, (there are 14 names on the slab, but only 13 people are buried there). The memorial on Shaft Hill and the Great Grave were dedicated in 1897, fifty years after the deaths at Waiilatpu. The trail up Shaft Hill is quite steep; students or adults with mobility impairments may bypass the hill on the trail that follows its base. Also, please advise your students to walk **on** the trail on this hill — running leads to hurt students and off-trail travel leads to hurt plants and wildlife.

Have students read the signs and listen to the audio boxes. Then either ask them questions or have them work on the related questions on the “Grounds Worksheet.”

The Oregon Trail and Wagon

The location of our Oregon Trail wagon varies with the season. It may be on the Oregon Trail or behind the visitor center. Please do not climb on the wagon — this is dangerous for the students and damages the wagon.

Use the Oregon Trail to travel between the Great Grave/Shaft Hill areas and the Mission Grounds. Although these are reconstructed, not original, ruts, this is where the trail once was. There are questions on the “Grounds Worksheet” related to this area.

Waiilatpu Mission Museum

Our museum holds original and reproduction artifacts and photographs portraying the lives and cultures of the Cayuse, the Whitmans, and the Mission. A worksheet will help to focus students while visiting the museum. If rangers are not occupied with another group, we will be happy to answer questions in the museum. See “Museum Worksheet”.

The current Whitman Mission Museum opened in January, 1989, and is designed to assist the visitors’ understanding of the two strong, vibrant cultures that met and eventually clashed at Whitman Mission. The museum is not intended as a visitor’s sole source of information about the park or the events here. In order to gain a thorough understanding of the story of Whitman Mission, visitors should see one of the audio-visual programs in the auditorium, walk the park interpretive trails, and talk with a Park Ranger on duty in the Visitor Center.

Waiilatpu Mission Museum - Guiding Notes

The paragraphs that follow show the exhibit sequence a typical visitor or school group experiences in the museum as they walk through it in a counter-clockwise direction:

When the Whitmans arrived, the Cayuse had acquired the horse, their wealth was expanding, they were acquiring the best things the fur traders had to offer (metal axes, pots, knives, etc.), but they did not depend on traders for their livelihood. The artifacts on the entrance wall, along with the photographs, show a culture that was successfully using the area’s hunting, fishing, and vegetation resources to provide all of their needs. Trading with other Indian tribes and with the Hudson’s Bay Company supplemented their traditional tools and weapons.

The large painting in the corner depicts Waiilatpu, meaning “the place of the rye grass,” before the Whitmans arrived in 1836. The rye grass, now known as Great Basin wild rye, is a native grass that grows 6-8 feet tall, and can be seen at the Waiilatpu Mission.

The Whitmans left a strong, young, growing United States to come to a virtually unknown land to non-Indians. Marcus and Narcissa Whitman were from a well-settled area in upstate New York that experienced a great religious revival in the early part of the nineteenth century, known as the Second Great Awakening. The clock and rifle on the wall illustrate America’s growing industrial might. The Christian Science Advocate contains the newspaper article that initiated the missionary drive into the Pacific Northwest.

Whitman was a well-trained doctor. Fairfield Medical College was a leading medical school of the time. As the Whitmans and Henry and Eliza Spalding left for the West, they had little idea of the trials they would face in the Old Oregon Country.

The diorama in the center of the room with the life-sized figures contains many messages. The first figure represents a Cayuse hunter with his bow and quiver of arrows. Almost all his attire is traditional, with a few trade beads added for decoration. The second figure, a Cayuse medicine man, is looking directly at the next figure, the mannequin that represents Marcus Whitman. The new and the old ways of medicine stare at each other.

The young Indian woman leaning on the fence has clothing influenced by trade goods, while the older Indian woman bent over digging roots is more traditional in her dress. She is using a wooden digging stick to dig couse roots and put them in her handmade bag.

The little girl in the green dress represents the children of both white and Indian parents (typically a white father and Indian mother). Her dress is made from trade cloth obtained from the Hudson’s Bay Company. She is most influenced by pioneer culture, and is looking at the figure representing Narcissa Whitman. We do not know how accurate these mannequins of Narcissa and Marcus Whitman are. The important thing to remember is that one culture—the pioneers with their wheels and plows—contacted another culture—the Cayuse Indians.

In the corner are examples of the dishes, the stove, and other utensils the Whitmans used. Under the large painting of Whitman Mission are artifacts recovered from either the Whitman mission buildings or from Hudson’s Bay Company’s Fort Walla Walla, 30 miles west of the mission on the bank of the Columbia River.

Next, in the corner, is the end of Whitman Mission, eleven years after its 1836 establishment. Measles devastate the Cayuse tribe, and many Indians blamed Whitman for his inability to cure the disease. After the killing of the Whitmans’ and eleven (11)

others, and subsequent hanging of five Cayuse three years later for their alleged participation, the Cayuse tribe underwent profound changes.

A treaty in 1855 attempted to put most eastern Oregon and eastern Washington tribes onto reservations. After military campaigns were used to enforce the treaties, the tribes of central Washington were no longer a threat to pioneer settlement. Later years on reservations, examples of traditional clothing, and examples of trade goods round out the look at the Cayuse way of life.

In the last corner of the museum is the seasonal round, showing how, before white Americans came into the area, the Cayuse spent their year. Part of the year was spent in the mountains, part in the valley, and part by the river. The Cayuse traditionally were hunters and gatherers using the wild plants and animals of these areas to survive and flourish. Whitman first introduced agriculture as a way of life to the Cayuse.

Lunch Activity

Our picnic area has tables, a drinking fountain, trash cans, and recycling cans, as well as some shade trees and a rock with petroglyphs. Bathrooms are located at the visitor center building. Please be aware of the nearby parking lot and road; cars often travel through quite quickly. Also, please help us to protect the trees in the picnic area by not allowing students to climb on them. The following activity can be used during lunch.

“Eco-Lunch”

As a part of preserving the park for the future, we try to have as little impact on the land as possible. An “eco-lunch” activity is a good way to get your students to become aware of how much trash they create, filling landfills and using natural resources.

Supplies: paper and pencil/pen for teacher, prizes, students’ lunches. If all of your students have a school lunch, the activity doesn’t work very well.

Activity: When students finish their lunches, they must count their pieces of trash. Each piece counts for one point.

Special exceptions:

fruit peels (orange, banana) that are biodegradable and healthy are ½ a point.

cans or bottles that they recycle are ½ a point (since they still use resources to recycle)

bags they promise to reuse are 0 points

each piece of trash counts; if a bag is torn in half, it’s now two points.

juice boxes are automatically three points (box, straw, and straw wrapper)

“Lunchables” are usually at least 5 points

The student(s) with the fewest trash points win(s) a prize. (you decide how many prizes and whether students will be awarded for 0, ½ or 1 point)

Discuss ways to reduce, reuse, and recycle during lunch:

Use Tupperware instead of plastic bags (reusable and no more mushy sandwiches!)

Use cloth lunch bags instead of paper (insulated ones keep food cold or hot and don't break!) use real silverware or reuse plastic use cloth napkins

Don't buy over-packaged items (lunchable-type products and juice boxes are in this category)

Use a thermos instead of packaged drinks (a juice box has 3 pieces of trash!)

Remember the 3 R's: Reduce, Reuse, Recycle! Buy recycled products to complete the circle. Make sure trash goes in the trash can. Talk about how these actions can save their parents money.

Name: _____



Wailatpu Mission Grounds Worksheet 1



The Building Sites: Turn right at split in trail, going counter-clockwise on loop.

1. Why did Marcus Whitman need to grow 40 acres of food?

2. Why did the Whitmans need fences?

3. How many fruit trees did the Whitmans have in their last year? _____

4. How could learning to farm help the Cayuse?

5. When did the Whitmans move into the First House?

6. Why did the Whitmans move out of the First House?

7. Name two things Narcissa described about her new home.

8. What did the Whitmans name their daughter?

9. What name did the Cayuse give the Whitmans' daughter?

Why?

10. Where was the river when the Whitmans lived here and where is it now?

11. Draw the Great Basin wild rye next to the path.

12. How many grist mills did Marcus Whitman build here?

13. What was made in the grist mill?

14. Why did the Whitmans build a mill pond?

15. Name two animals living in or near the mill pond today.

Do you think these animals were here when the Whitmans were?

16. Compare the Mission grounds today to 160 years ago:

Now:

Then:

green lawn _____

paved sidewalk _____

road _____

signs _____

no buildings _____

17. Who built the Emigrant House?

18. Who came to the Wailatpu Mission in the 1840's and why?

19. What year did the most people come to the Waiilatpu Mission?

20. What disease did the emigrants bring with them in 1847?

21. What material did white people need for their tools?

22. Name three things a blacksmith could fix or make.

23. What materials were used to build the Mission House?

24. What activities does the Mission House sign show the Whitmans doing?

25. Name three ways the Mission House was used.

26. On what date were the Whitmans killed?

Answer Key

Waiilatpu Mission Grounds Worksheet 1

1. To feed the residents of the mission and to sell to Oregon Trail emigrants to offset mission expenses.
2. To keep the livestock out of the crops.
3. 75.
4. If the Cayuse learned to farm they would not have to move throughout the year to find food. They would also be able to claim ownership of the land, so that settlers could not take it away.
5. December, 1836.
6. It flooded several times.
7. (choose 2) enclosed a good chimney and fireplace, laid floor, no window or doors except blankets, reared and then lean-to, fire in the fireplace upon arrival.
8. Alice Clarissa Whitman.
9. Cayuse Girl, because she was born in Cayuse country.
10. River was in oxbow right next to first house and path. Now it is several hundred feet away to the south near trees.
11. (Picture of Great Basin wild rye).
12. Three.
13. It ground grains — wheat, corn, etc., into flour for cooking. “Flour” would be correct.
14. To power the grist mill and provide irrigation water.
15. (choose 2) ducks, geese, frogs, turtles, bugs, squirrels, rabbits, coyote, deer, snakes, birds ... and many others. Most of these animals were here when the Whitmans were.
16. Now: green lawn, paved sidewalk, road, signs, no buildings. Then: mud or dirt and native grasses, no pavement, Oregon Trail rutted road, four main buildings and several outbuildings.
17. William H. Gray.
18. Emigrants/Pioneers. They came first because it was on the Oregon Trail, later for food, shelter, and medicine.
19. 1847.
20. Measles.
21. Metal (or iron).
22. (choose 3) plows, hoes, horseshoes, rails, hinges, wagons, grist mill, nails, other...
23. Adobe bricks (mud and manure), wood.
24. Preaching, doctoring, leading singing, all to the Cayuse.
25. (choose 3) living, sleeping, teaching, preaching, medicine, shelter emigrants, school, cooking, playing ...
26. November 29, 1847.

Name: _____



Waiilatpu Mission Grounds Worksheet 2



The Great Grave, Shaft Hill, and the Oregon Trail and Wagon

1. How many names are on the Great Grave?

2. Name the two brothers who were killed at Whitman Mission.

3. Whose graves rest beside the Great Grave? _____,
_____ Why?

4. What is engraved on the memorial shaft?

5. Do some math: Height of shaft _____ Elevation above sea level at base:

Elevation at top of shaft: _____

6. Near the memorial shaft there is a sign with the title "Waiilatpu — Whitman Mission 1847". Describe three things you see in the picture.

7. Who were the oldest and youngest Sager children and what were their ages when they arrived at Whitman Mission?

8. Did most pioneers settle here at Waiilatpu or continue on?

9. Where did each of the Sager parents die?

10. Name three types of wood used in the construction of an Oregon Trail wagon.

11. Why did pioneers choose oxen to pull their wagons?

12. Why didn't pioneers use the larger Conestoga wagon?

Answer Key

Waiilatpu Mission Grounds Worksheet 2:

1. 14.
2. John and Francis (Frank) Sager.
3. Mary Dix Gray and William Henry Gray. William Gray had come to Waiilatpu with the Whitmans in 1836, and both had lived here with the Whitmans.
4. Whitman.
5. Do some math: Height of shaft 27 Elevation above sea level at base: 720
Elevation at top of shaft: 747.
6. (choose 3) mission, pond, river, wagons, crop fields, tents, trees, people, ...
7. Oldest: John Sager, age 13. Youngest: Henrietta (Rosanna) Sager, age 5 months.
8. Continued on to Willamette.
9. Henry Sager in Wyoming, Naomi Sager in Idaho.
10. (choose 3) oak, ash, maple, pine, hickory, elm.
11. Cheaper, pulled heavy loads, didn't stampede, didn't bog down.
12. Too large and heavy for the mountains of the Oregon Trail.



Name: _____



Wailatpu Mission Museum Seek and Find

1. Find the *tomahawk* displayed with the Indian photographs and arrowheads. What else, besides chopping or cutting could this have been used for? Look closely.

2. Do you see the *parfleche*? What colors are used to decorate it? Draw a small picture of it.

3. Describe the *dishes* in the cupboard.

4. Name three items, in addition to the dishes, that are located in the homemaking display.

5. There are two *toys* displayed in the museum. What are they?

6. There is a *blue dress* in a display. Name 3 items used to decorate it.

7. Find the *Circle of Life*. What are some of the activities pictured in the sections for:

Spring _____

Summer _____

Fall _____

Winter _____

8. How many figures are there in the center section of the museum? _____. Describe whom two of these figures represent.

9. What is the figure of the *Indian girl* holding in her hand?

10. Find the *Indian woman* who is digging roots. What is her digging tool made out of?

11. Find the figures of the *hunter* and the *medicine man*. What are their moccasins made from?

12. Look at the Whitman-Spalding 1836 Route map. What city did they start in?

13. Name the four Sager girls whose pictures hang in the museum.

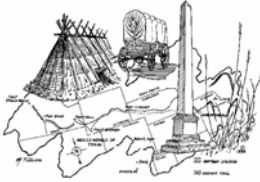
14. Name two items that are on display that belonged to Marcus Whitman.

15. Look at the wagon wheel. What is the tire made of?

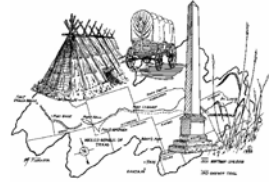
Answer Key

Waiilatpu Mission Museum Seek and Find

- 1) It's a (smoking) pipe.
- 2) A parfleche was used to store personal belongings. The colors used to decorate it were blue, red, yellow, and green.
(Drawing).
- 3) Blue and white pictures of country scenes - people, plants, streams, animals, buildings...
- 4) (Choose 3) wooden bowl, butter churn, wooden bucket, metal candle forms, cast iron stove, adobe bricks.
- 5) Toy iron, Indian doll in a cradleboard.
- 6) Shells, beads, leather strings, metal.
- 7) *Spring*: Women searching for/gathering food, root digging.
Summer: Men horseback riding, women cooking, gathering wood for fires.
Fall: Man fishing with net at waterfall. Man holding fish while talking to another man.
Winter: Woman preparing food for smoking. Most people inside tipis and lodges. Smoke coming from lodges.
- 8) Seven (7) figures: (choose 2) Marcus and Narcissa Whitman, a half- Indian girl, a medicine man, an Indian hunter, an Indian woman root-digging, an Indian woman who is leaning over the fence.
- 9) A moccasin
- 10) Wood and antler
- 11) Leather/deerskin
- 12) St. Louis
- 13) Catherine, Elizabeth, Henrietta, Matilda
- 14) (Choose 2) compass, bible, mortar
- 15) Iron/metal.



Waiilatpu Mission Post-Site Activities



Use the Waiilatpu Mission Teachers' Guide or one of the activities below to bring closure to your field trip to Whitman Mission National Historic Site:

Letters and Speeches

Have students write one or more of the following letters or speeches:

1. As an emigrant who passes through Whitman Mission in 1846, write a letter describing the Mission to your family back in Iowa.
2. As a Cayuse, write a speech about why all the new things brought by the Whitmans and the pioneers are good things or are bad things.
3. As a 12-year-old emigrant in 1847 who is at the mission shortly before the Whitmans are killed and who has measles, write a letter to a friend back home.
4. As a citizen in the 1890's, write a letter to the United States Congress asking that the site of the Whitman Mission be preserved as a National Memorial.
5. As a Cayuse Indian, write a plea to the judge at the trial of the five Cayuse who are accused of killing the Whitmans, explaining why they should not be executed.

Illustrations

Have students illustrate the above letters or:

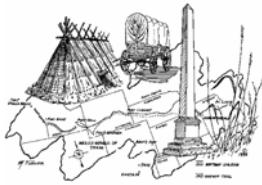
1. Draw a picture of what the mission looked like in 1847.
2. Draw a picture of a Cayuse village in the 1830's.

Map

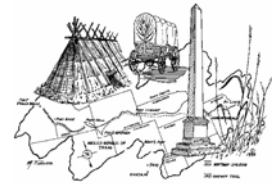
Using a map of the United States, find the route of the Oregon trail and have each student pick out a point on the trail to research and share with the class.

Cayuse

Learn more about the Cayuse Indians and the treaty of 1855 that created their reservation. Look at the Tamastslikt Cultural Institute Website (<http://www.tamastslikt.com/>) or visit the museum itself.



Additional Resources Section 3



Most Frequently Asked Questions

Was the mission built on the hill?

No. The mission grounds lie to the south of the present day visitor center. The marble structure on the hill is a memorial shaft to the Whitmans and their co-workers. It was dedicated in 1897, during a 50th anniversary celebration of the Whitmans' deaths. (The Great Grave was also dedicated at this time.)

Why did Whitman choose this location for his mission?

The Whitmans and the Spaldings intended to settle among the Cayuse and Nez Perce. Together they decided to build two missions instead of one mission. It was then decided that Spalding would settle further east and the best site for Whitman Mission was between the Walla Walla River and Mill Creek. Five good reasons for choosing Waiilatpu as the mission site are:

- a) The Cayuse Indians lived in this area. The Walla Walla and Umatilla Indians also resided in the region.
- b) The site was near the location of the Hudson's Bay Company's Fort Walla Walla. Fort Walla Walla was located directly on the main communication line which linked Vancouver and Montreal.
- c) The chosen site marked the end of the long trail that wound through the Blue Mountains. Also, the Columbia River was nearby, and this river was the main artery of trade and travel in Old Oregon.
- d) The nearby creek and river provided ample water and good soil for farming.
- e) The Cayuse offered this land to them.

Were the Cayuse the only Indians with whom the Whitmans worked?

No. The Whitmans also worked with the Walla Walla, Umatilla and to a lesser extent, the Nez Perce Indians.

Where were the Whitmans originally from?

Marcus Whitman was born September 4, 1802 in Rushville, New York. Narcissa Prentiss Whitman was born March 14, 1808 in Prattsburg, New York.

What religion were the Whitmans?

Presbyterian. Marcus was made a Presbyterian elder of the Wheeler Church in 1834.

Where did Whitmans' child drown? What was her name and age at the time of her death, and where was she buried?

Alice Clarissa Whitman, born March 14, 1837 (on the evening of Narcissa's twenty-ninth birthday) was the first white girl born of American parents west of the Rockies. She died Sunday, June 23, 1839. She was two years, three months and nine days old. At approximately 2:30 in the afternoon, Alice went down to the river to get some water in two cups. Soon after, two (2) cups were observed floating in the river. After some time searching along the river, an old Indian found her body caught on a tree root which extended into the river. The exact location of her grave is not known today. It is believed to be in the vicinity of the current Great Grave.

Did the killings take place on the hill?

No. Marcus was the first one killed, in the Mission House kitchen, November 29, 1847. Others died at various spots at and near the mission, one died escaping, one died traveling towards the mission.

Were all the people at the Mission killed?

No. Out of seventy-five, thirteen were killed, seven escaped (including Hall, who disappeared), three half-Indian / half-white boys were released, fifty were held captive. Of the fifty captives, two children and one adult died of measles. The remaining forty-seven were ransomed on December 29, 1847 by Peter Skene Ogden of the Hudson Bay Company.

How old were the Whitmans when they were killed?

Marcus Whitman was forty-five years old and Narcissa was thirty-nine years old.

What happened to the Mission buildings?

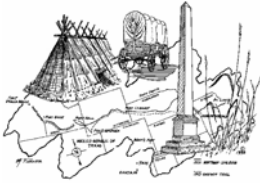
After the killings, the Indians destroyed everything they could. When the Oregon Volunteers arrived they partially rebuilt the main Mission House, and changed the name to Fort Waters. After they left, the Indians in the area once again destroyed all structures. Luckily for archaeologists, fires that had been set by the Cayuse caused the Mission House roof to fall on the foundations, preserving them.

Where was Fort Walla Walla?

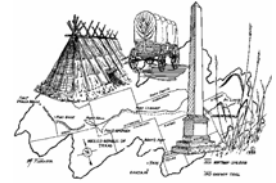
There have been two Fort Walla Wallas in the Walla Walla Valley:

a) In 1818, the Northwest Fur Company built a fort near the confluence of the Walla Walla River and the Columbia. This was first known as Fort Nez Perce, but in later years its name was changed to Fort Walla Walla. Within the thirty-seven years of its existence, there were three forts built in this area, each one replacing the previous fort. In 1821, the Hudson's Bay Company took charge and operated the fort until the Indian troubles began in 1855. This fort is the one that is mentioned in the Whitman story.

b) The second Fort Walla Walla was built in 1856 in the city of Walla Walla. Later it was moved to a location which is now behind the Veterans Hospital. It was strictly a military fort and did not have any bearing on the Waiilatpu story. It was abandoned about 1910. This is the site of the present day Fort Walla Walla park, cemetery and museum complex, as well as the Veterans Hospital and grounds.



Sample Questions about the Whitmans



- 1) From which state were Marcus and Narcissa Whitman?
- 2) In what year did the Whitmans arrive at Waiilatpu?
- 3) Why did the Whitmans come to Waiilatpu?
- 4) With which Indians did the Whitmans work?
- 5) When was Alice Clarissa born?
- 6) When and how did Alice die?
- 7) How old was Alice at the time of her death?
- 8) What was the last name of the family of seven children who came to live with the Whitmans after their parents died?
- 9) Why did the Whitmans abandon their first house?
- 10) How did the Whitmans grind wheat into flour and how was this item powered?
- 11) What type of fruit trees were grown at the mission and how many trees were there?
- 12) What was the job of the blacksmith?
- 13) Name five items a blacksmith would make.
- 14) Where was the schoolroom at the mission located?
- 15) How many rooms were in the Mission house?
- 16) Name five children who lived at the mission.
- 17) What is the name of the trail that runs through the mission?
- 18) What disease was brought into the Mission that caused the death of many Cayuse?
- 19) Why did so many Cayuse die?
- 20) What was the fate of a medicine person who failed to cure a patient?

- 21) On what date were the Whitmans killed?
- 22) How many people were killed during the Whitman Killings?
- 23) How many survivors were there and how long were they held captive?
- 24) What was the ransom paid in exchange for the hostages?
- 25) Who helped to arrange the release of the hostages?
- 26) What is the height and elevation of the Memorial Shaft?
- 27) When was the Memorial Shaft erected?
- 28) How many names appear on the Great Grave?
- 29) What are the names of the other two individuals that are also buried alongside the Great Grave?

Answers to Sample Questions

- 1) New York.
- 2) 1836.
- 3) They came to build a mission and to teach the Indians about Christianity.
- 4) The Cayuse Indians.
- 5) March 14, 1837.
- 6) Alice died of drowning in the Walla Walla River on June 23, 1839.
- 7) Two years and three months.
- 8) Sager.
- 9) The first house flooded because it was built too close to the Walla Walla River.
- 10) Flour was ground up using a grist mill. The grist mill was water powered.
- 11) There were 75 apple trees, plus a nursery of apple, peach and locust trees.
- 12) The blacksmith's job was to make items out of metal.
- 13) Some of these include horse shoes, gardening tools, carpentry tools, etc. Any five are okay.

14) In the Mission house.

15) There were eight main rooms.

16) 1) Helen Mar Meek 2) Mary Ann Bridger 3) David Malin 4) Perrin Whitman 5) Catherine 6) Elizabeth 7) Francis 8) Hannah Louise 9) John 10) Henrietta 11) Matilda (Sager).

17) The Oregon Trail.

18) Measles.

19) The Cayuse had no natural resistance to the measles.

20) Death, if the relatives of the deceased insisted.

21) November 29, 1847.

22) Thirteen were killed at or near the site of the mission.

23) There were 49 survivors held for one month.

24) 62 blankets, 63 shirts, 12 guns, 600 loads of ammunition, 37 pounds of tobacco, and 12 flints.

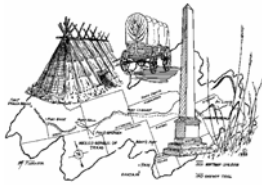
25) James Douglas and Peter Skene Ogden.

26) 27 feet total; elevation at base of Memorial Shaft: 720 feet above sea level.

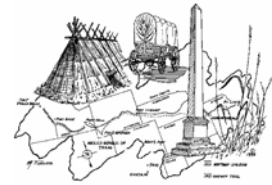
27) 1897—at the 50th observance of the Killings.

28) 14 names.

29) William and Mary Gray.



Additional Resources / Bibliography



Whitman Mission National Historic Site Themes

Our park has eight primary themes. All educational programs done by the park staff should address at least one of these themes:

I. Marcus and Narcissa Prentiss Whitman are memorialized for their courage, adventure and high idealism, as shaped by their personalities, values, beliefs, and labor while missionaries among the Cayuse Indians of Old Oregon.

II. The mission, established by Marcus and Narcissa Whitman, operated as a self-sufficient Protestant Indian mission and school between 1836 and 1847.

III. Cultural differences between the Columbia Plateau Indians and the Euro-American missionaries and subsequent American emigrants provide the context for the Whitmans' deaths.

IV. The Whitmans' association with the Oregon Trail and the development and cooperation of the mission at Waiilatpu, resulted in the mission becoming a way station along the trail.

V. The killing of Marcus and Narcissa Whitman and eleven other people by the Waiilatpu Band of the Cayuse Tribe at Whitman Mission was an important catalyst in the establishment of the Oregon Territory by the U.S. Congress.

VI. The natural environment of Waiilatpu affected the development and life at Whitman Mission.

VII. Whitman Mission NHS is part of the National Park System and a component of the Oregon National Historic Trail.

VIII. The National Park Service continues the natural and cultural preservation of the site begun soon after the Whitmans' deaths.

Washington State Essential Academic Learning Requirements (EALR's)

A few of the WA EALR's that are covered at the park include:

Reading:

3. The student reads different materials for a variety of purposes.

Communication:

1. The student uses listening and observation skills to gain understanding.

Social Studies/History:

1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history.

Social Studies/Geography:

2. The student understands the complex physical and human characteristics of places and regions.

3. The student observes and analyzes the interaction between people, the environment, and culture.

Oregon Learning Requirements

A few of the Oregon curriculum goals, at the grade 5 benchmark level, which will be addressed at the Wailatpu Mission:

Social Science/ History:

Era 4: Expansion and Reform, 1801-1861

Understand how individuals changed or significantly influenced the course of U.S. History...

State and Local Common Curriculum Goals: Understand and interpret events, issues, and developments in the history of one's family, local community, and culture.

Social Science/Geography:

Identify patterns of migration and cultural interaction in the United States.

Common Curriculum Goals: Understand how differing points of view, self interests, and global distribution of natural resources play a role in conflict over territory.

Social Science Analyses:

Identify and study two or more points of view on an event, issue, or problem.

English:

Analyze and evaluate information and form conclusions.

Extend and deepen comprehension by relating text to other texts, experiences, issues, and events.

Whitman Mission National Historic Site Website

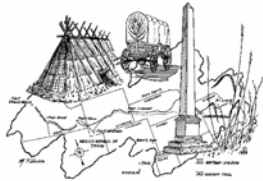
We have a very extensive website, with a teacher guide and a great deal of information. Please visit us at: www.nps.gov/whmi.

The National Park Service protects many different Oregon Trail Sites, as well as the National Historic Oregon Trail. Each site has a home page, which can be reached by clicking "Visit Your Parks" from the ParkNet homepage: www.nps.gov.

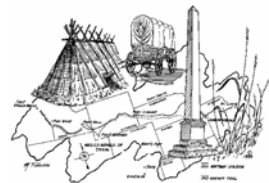
The Confederated Tribes of the Umatilla Indian Reservation (which includes the Cayuse people) now has its own museum in Pendleton, Oregon. Learn about it at: <http://www.tamastslit.com/>

Conventional contact information: Tamastslit Cultural Institute, 72789 Highway 331, Pendleton, Oregon 97801, phone: 541-966-9748, FAX: 541-966-9927

The National Historic Oregon Trail Interpretive Center provides information on its web site as well as an order form for their free (and packed full of activity sheets) Oregon Trail Teacher Guide: www.or.blm.gov/NHOTIC



Suggested Reading



These books are for sale at the Waiilatpu Mission, local bookstores or are available at local libraries.

For teachers:

Marcus and Narcissa Whitman and the Opening of Old Oregon, by Clifford M. Drury.

Oregon Geographic Names, by Lewis A. McArthur and Lewis Ankeny

Washington State Place Names, by James W. Phillips____

Shallow Grave at Waiilatpu, by Erwin N. Thompson

The Letters of Narcissa Whitman and My Journal, by Narcissa Prentiss Whitman.

The Great Command: The Story of Marcus and Narcissa Whitman and the Oregon

Country Pioneers, by Nard Jones.

Converting the West: a Biography of Narcissa Whitman, by Julie Roy Jefferey

Juggernaut: The Whitman Massacre Trial, by Ronald B. Lansing

Whitman Massacre of 1847, Sager

The Cayuse Indians, by Robert H. Ruby and John A. Brown

Prairie Traveler, A Hand-book for Overland Expeditions, published in 1859, by Randolph B. Marcy

For students:

Stout-Hearted Seven, by Neta Frazier

Cobblestone Magazine — issues on Oregon Trail, Chief Joseph, Mountain Men

Daily Life in a Covered Wagon by Paul Erikson

A variety of books by Bobbie Kalman

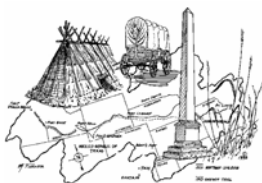
If You Traveled West in a Covered Wagon, by Ellen Levine

Westward on the Oregon Trail, by Marian T. Place

Discover the Oregon Trail, by Bobbie Salts

The Story of the Oregon Trail, by R. Conrad Stein.

... and many more



Resource Education Trunks and Workshops



For more information on these workshops and education trunks, to sign up on our mailing list, or for the dates of upcoming workshops, please check out the Whitman Mission website:

www.nps.gov/whmi/, call (509) 522-6357 or e-mail whmi_education@nps.gov.

Whitman Mission National Historic Site
328 Whitman Mission Road
Walla Walla, WA 99362

a. Whitman Mission National Historic Site – workshop and field trip

(<http://www.nps.gov/whmi/>)

Whitman Mission National Historic Site offers field trip opportunities with National Park Service ranger talks and demonstrations. The demonstrations include Wool Spinning, Oregon Trail, and the Cayuse Culture. There is a ten-minute video slide program and two walking trails.

b. Project WILD Salmon Education Trunk – workshop and educator trunk

(<http://wdfw.wa.gov/outreach/education/salmontrunk.htm>)

The Washington Department of Fish and Wildlife Project WILD Salmon Education Trunk of educational activities are available to educators. Lesson themes include Salmon are an Essential Part of Our Habitat, Salmon are in Danger, and We Can All Participate in Salmon Recovery.

c. Stream Monitoring – workshop and educator trunk

(<http://wdfw.wa.gov/>)

Students can provide data to the Department of Fish and Wildlife by monitoring streams using a stream monitoring kit. Data can be reported about Habitat Description, Site Conditions, Restoration Efforts, Water Quality Monitoring, and Advanced Water Quality Parameters.

d. Leopold Education Project – workshop and educator trunk

(<http://www.lep.org/>)

The essays of Aldo Leopold's, A Sand County Almanac are used in observing, journaling, and sketching inquiry based teaching methods. As an educator Leopold felt, "The main objective is to teach the student to see the land, to understand what he sees, and enjoy what he understands".

e. Leave No Trace Program – workshop and educator trunk

(<http://www.lnt.org/>)

The Leave No Trace program is a nationally recognized resource awareness program. Seven principles are taught that emphasize care for our natural environment. Lessons

are adapted for a hands-on discovery of recognizing the important elements of minimizing our impact on the land.

f. Project Archaeology – workshop and educator trunk
(http://www.blm.gov/heritage/project_archaeology.htm)

This curriculum program was developed in response to the destruction of irreplaceable American archaeological resources. Intrigue of the Past, includes lessons and information on local or regional archaeology and history, corresponding lessons, and a resource directory.

g. Wildfire; Burning Issues – workshop and educator trunk
The program includes a CD-ROM with active involvement in handling wildfire issues. Materials cover a wide variety of interrelationships between people and their environment. Fire and the way it acts within ecosystems as a positive provider for change is covered.

h. Operation Outreach – workshop and educator trunk
(<http://www.oousa.org/>)
The program includes pre-school through eighth grade reading materials for students. Six books are available per title. Lesson plans are included and develop compassion and sensitivity toward animals. This has been shown to be reflected in the student's personal behavior in positive ways.

i. National History Day – workshop and educator trunk
(<http://www.cwu.edu/~history/hstryday>)
Whitman Mission National Historic Site has many primary resources available for students interested in the National History Day competition. Starting at the local level we can offer help and support to welcome a student partnership in investigating history. A web site offers further tips.

j. Pioneer and Indian Toys – educator trunk
Many selections of Pioneer and Indian toys are available for students to manipulate and play with. Additional literature selections on morals and manners of the 1800's provide the context for the time period.

k. Wool at Waiilatpu – educator trunk
A set of materials is available for students to understand the history of the importance of wool at the Waiilatpu mission. The set comes with wool samples, wool cards, knitting needles, spinning tools, and yarn ready to begin the process for knitting. You can start your class knitting projects.

l. Bat Education – educator trunk
A model bat house is available to study. It shows a cross section of the environment within a constructed bat house. Students can follow enclosed directions and discussions on building bat houses. A curriculum guide, books, posters and other educational activities are available to study bats integrating the materials into classroom curriculum.

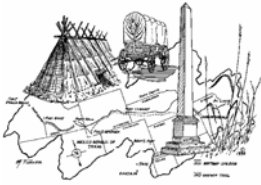
Bat Web Sites:

<http://www.batcon.org/>

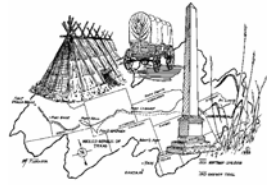
<http://www.batsnorthwest.org/>

m. Tule Reed – educator trunk

A set of materials necessary for creating Tule reed mats is available. The set includes needles, yarn, and an example Tule reed mat. How to make Tule reed mats is an art. A set of pictures showing the process is available in the trunk using a CD. National Park Ranger help will be needed for use of the trunk. The educator must obtain a set of Tule materials from a local source for a class to participate.



Guidelines for Chaperones



Thank you for agreeing to be a chaperone today with this class's visit to Whitman Mission National Historic Site. These guidelines are meant to provide you and your students with a safe and educational visit.

Rules for students:

- No food, drinks, or chewing gum indoors.
- No climbing on indoor or outdoor exhibits such as the mannequins, wagon, and fences.
- Stay on the path in areas of native grasses.
- No collection of anything, including living or dead plant and animal matter, or geologic or archaeological items.
- Put all garbage in trash cans.
- No harassing, harming, or feeding the wildlife.
- Please walk while on the trail up and down the hill.
- Do not touch exhibits in museum.
- Do not lean on or write on top of museum cases.

Guidelines for Chaperones:

- Keep a list of all of the students in your group (including notes on any student with special needs).
- Know the rules for students.
- Be aware at all times where your students are located.
- Know what your day's schedule is.
- Know where the class first aid kit is.
- Know your teacher's name.
- Keep control of students — remove students who are disruptive during programs.